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music," it provides a course which is far superior to the formal music work so commonly found in the grades. It recognizes clearly the psychological nature of appreciation and provides suitable music experiences for its development

Survey of a small school system.—The application of survey methods to the educational problems of the small community greatly enlarges the field for this type of investigation. An example of the possibilities of a survey in a small system is provided in a recent monograph¹ by the Department of Education of the West Virginia University.

The first section of the survey is concerned with the classification of pupils. According to the results of an age-grade distribution, there were 34 pupils accelerated, 115 normal, and 225 retarded. For the purpose of gaining additional information relevant to the extreme retardation which existed, mental tests were given. Seven of the eleven grades showed an intelligence score equal to, or exceeding, the general grade norms. The explanation of the retardation is, therefore, mostly due to causes other than lack of mental capacity.

The second section of the survey consists of the measurements of school results by means of educational tests. Standardized tests were given in arithmetic, reading, writing, spelling, composition, grammar, history, geography, and first-year algebra. The clear statistical and graphic presentation of the data is to be commended. In discussing the results of the tests in the eighth grade the report says:

It is only when we come to study the attainments in all of the subjects together that we are able to get the general trend and see the general character and type of instruction emphasized. The comparatively high scores in vocabulary, writing, and formal grammar would indicate that emphasis has been laid on the formal aspects of the curriculum; whereas the especially low scores in comprehension in reading, arithmetic, central thought in poetry, language, and composition indicate that what may be called the functional aspects of the curriculum are not receiving the attention they should [pp. 34-35].

The third part of the survey deals with office records, reclassification, and general conclusions. One immediate result of the survey is seen in the reclassification of pupils on the basis of the tests.

This was done with the utmost care and caution. The writer and teachers in charge made a very close study of the individual scores made in each subject and in the intelligence tests. In case a pupil was found mentally capable and well above the median for the next grade in all the educational tests, that pupil was promoted at once, April 11, to the next grade and given a chance to prove his ability to do the work of that grade.

¹ *Educational Survey of the Philippi School System*. Philippi, West Virginia: Board of Education, 1921. Pp. 40. \$0.25.

At the end of the term the writer received a statement from each teacher in the system stating the number of pupils who had been thus promoted to her room and the number who were promoted again. In all, 54 pupils were promoted April 11. Of this number, 46 were promoted again at the end of the year [p. 37].

What this survey has done in a town of 2,500 population could be repeated with profit in many small school systems throughout the country.

Nature and function of play.—In the educational literature of today we often find such expressions as “the broadening scope of the field of education,” “the wider use of the school plant,” or “the school as a social center.” These phrases seem to indicate the tendency of turning over to the public schools all such work, more especially social problems, which cannot be conveniently accomplished by other agencies. The schools have accepted the additional task with good grace; but, though they have done some good work, there is still much to be desired in a fuller understanding of the history, development, and theory of our social activities. Therefore it is with a feeling of satisfaction that one finds a book giving briefly the theory and historical development of many of our extra-curricular activities through their various stages and transitions to the present time. This is the achievement of Mr. Rainwater.¹

The author sets the origin of the play movement in the sand gardens of Boston in 1885. In the sections dealing with the “stages” and the “transitions” he makes his chief contribution. Stages are determined by the chief activities of the play centers for the period and derive their name from these. They are seven in number and range from the original “sand garden” stage to the “community service” stage of the present time. A stage is “a state of progress in a process at a given time,” but a transition is “a modification of the method of procedure.” Transitions, then, deal with a type of change which affects the people who are reached by the movement and the method of dealing with the movement rather than with its principal activity. They are nine in number and can best be illustrated by naming a few. Some of them are “from provision for little children to that for all ages of people,” “from facilities operated during the summer only to those maintained throughout the year,” and “from individualistic interest to community activities.” From an analysis of the stages and transitions the trend seems to be toward an integration and institutionalization of the movement.

The book should be valuable as a brief reference for the general reader, as a textbook for those preparing to work in this line of social activity, and as a real contribution to educational literature. It collects in a single volume much of the material needed by a teacher to understand the many social innovations asking admission into the schools today.

ERNST E. WELLEMAYER

¹ CLARENCE E. RAINWATER, *The Play Movement in the United States*. Chicago: University of Chicago Press, 1922. Pp. xi+371.